Pró-reitoria de Extensão
Programa de Apoio Institucional à Extensão
Coordenação de Extensão do IFRN campus Currais Novos

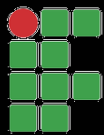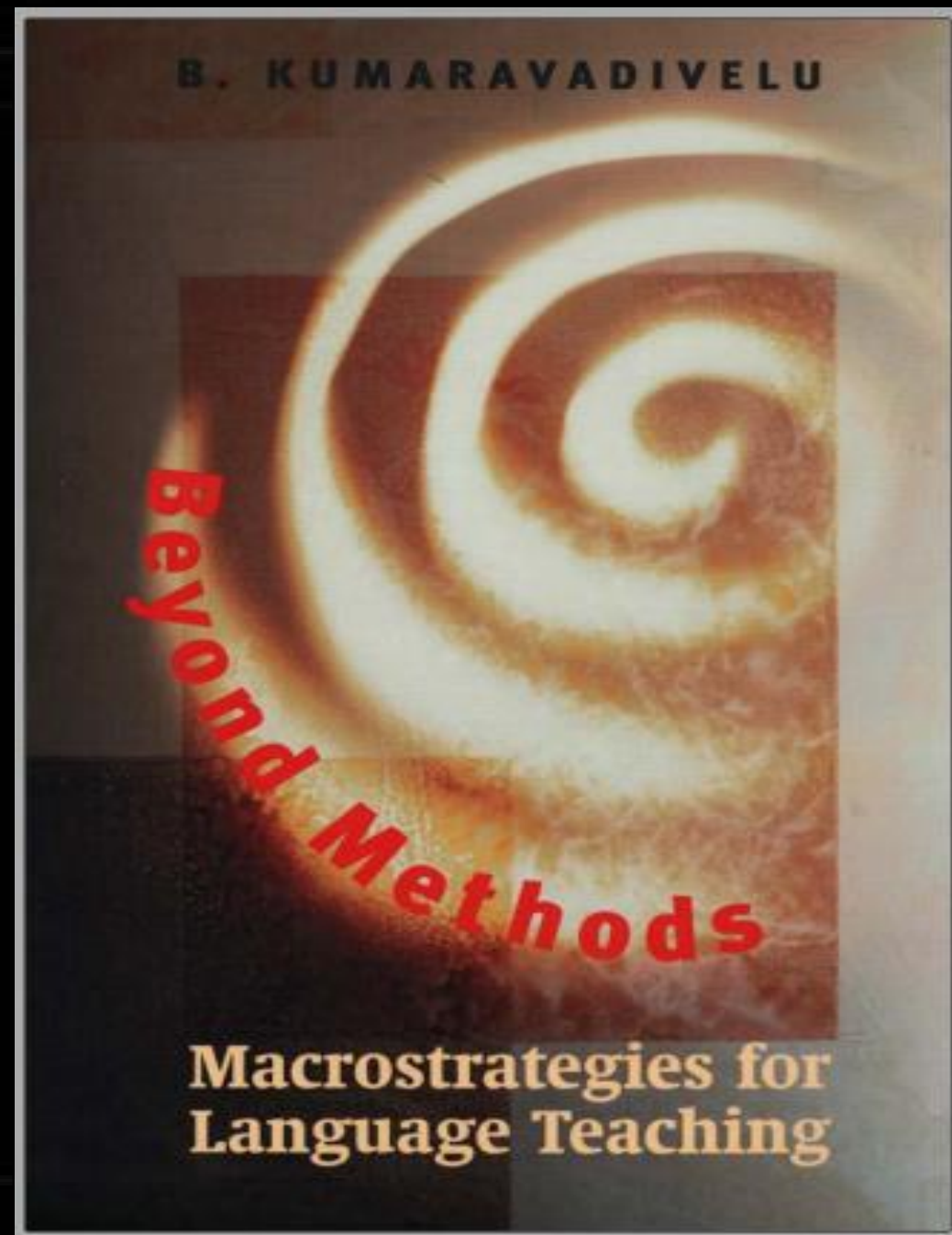# POSTMETHOD PEDAGOGY

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Aluna voluntária: Kelly Aline Hipólito de Medeiros
Aluna bolsista: Eline Costa de Lima

About the class...

✓ **POSTMETHOD PEDAGOGY**

KUMARAVADIVELU, B. (2003). **Beyond Methods: Macrostrategies for Language Teaching.** Yale University Press New Haven and London.

RAISING CULTURAL CONSCIOUSNESS

REVIEW

Difficulties on Traditional Methods: Concept; Use; Maintenance; Procedures, activities; efficacy;

Methods have: "interested knowledge" that plays an important role in preserving and promoting inequities;

"anti-methods pedagogy" - critical understanding of the sociocultural context that guides our practices so as to free us from them.

Postmethod condition attributes – alternative; autonomy; principled pragamatism.

Postmethod parameters – Particularity; Practicality (theory/practice); Possibility (critical pedagogy).

Macroestrategies (11) - Ensuring social relevance; Raising cultural consciousness;

Ensuring social relevance – Every classroom is influenced by and is a reflection of the larger society of which it is a part (the international, national, community, ethnic, bureaucratic, professional, political, religious, economic and family contexts in which schools are located and interact);

Society – forms of accommodation and assistance as well as domination and resistance (class, gender, race, ethnicity, nationality, religion, language, and sexual orientation);

Social Relevant Teaching – recognizing that the broader social, political, historical, and economic conditions affects the lives of learners, teachers and activities.

Standart Variety of a Language – those who control the social, political, and cultural power centers; gets its **prestige** owing to social, political, and economic factors and not linguistic ones; **Colonialism** used language to political, social, and cultural control. **Postcolonial** theorists: colonial process itself begins in language. Not-standart – impure.

The use of L1 in ESL class – make the connection between the home language and the target language;

Textbooks – are not neutral (represent cultural values, beliefs, and attitudes); the hidden cultural values; because of the global spread of English, ELT has become a global industry, textbook production has become very important.

Pedagogy of possibility – concerned with individual as well as social identity; L2 education provides its participants with challenges and opportunities for a continual quest for subjectivity and self-identity.

RAISING CULTURAL CONSCIOUSNESS

REVIEW

Raising cultural consciousness – it is difficult define the term culture;
Culture – it includes a wide variety of constructs such as the **mental habits, personal prejudices, moral values, social customs, artistic achievements, and aesthetic preferences of particular societies**.
Culture – is a societal construct; it brings the general view of culture as creative **endeavors**, such as **theater, dance, music, literature, and art;**
culture – is Relatively **personal** construct; refers to the patterns of **behavior, values, and beliefs** that guide the **everyday life** of an individual or a group of individuals within a **cultural community;**
L2 Learning – the cultural orientation was confined mostly to Culture with a big C. After World War II because of language communication there was the need of emphasizing the importance of everyday aspects of cultural practices.

REVIEW

The objective of culture teaching – was to help L2 learners develop the ability to use the target language in culturally appropriate ways (empathizing and interacting with native speakers);

View of culture – limited because narrowly associates cultural identity with national or linguistic identity (ignores multicultural and subcultural variations);

A specific language classroom – brings a rich diversity of world views (life values, life choices, life-styles);

The Color Purple – "expanding one's repertoire of experiences and behaviors, not subtracting anything" (ROBINSON, 1985). It is the integration of home and target culture. When people expand their cultural repertoire, they "would become a little bit of 'other,' and would have a degree of psychological match with more people" (ROBINSON, 1985, p. 101).

REVIEW

Struggle between cultures – "from the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized" (Claire Kramsch, 1993, p. 238)

A third culture – The L2 classroom is a conceptual space that recognizes the L2 classroom as the site of intersection of multiple worlds of discourse.

The "best" culture – there is no one culture that embodies all and only the best of human experience; and, there is no one culture that embodies all and only the worst of human experience.

Fake news – the individual needs is to have a critically reflective mind that can tell the difference between information and disinformation, between ideas and ideologies.

REVIEW

Culture source – instead of privileging the teacher or the native speaker as the sole cultural informant, we need to treat the learner as a cultural informant as well.

Use of mother tongue – using the learners' home language and culture to inform classroom activities enables students to become motivated and empowered.

RELATÓRIO FINAL
INSTRUÇÕES

RELATÓRIO

INSTRUÇÕES PRELIMINARIES:

- O relatório deve ser enviado com as seguintes especificações:
- Em word, fonte ARIAL ou TIMES NEW ROMAN, tamanho 12, espaço 1,5 entre linhas, margem 3cm esquerdo superior e 2cm inferior e direito;
- Colocar referencial teórico (ver ABNT);
- Colocar capa como fosse uma dissertação e no texto escrever "Relatório Final de conclusão como requisito para obtensão do certificado do Curso de Formação Inicial e Continuada Spanglish (...)"
- Colocar o nome da banca de avaliadores (ver com Eline);
- Tabelas, quadros e imagens referenciadas – colocar data nas fotos/prints;
- Escrever em Língua Portuguesa;
- Enviar para: elinelima870@gmail.com e kellyalinem@gmail.com com cópia para cristianebrito1978@gmail.com como anexo;
- No assunto do e-mail colocar "Relatório Final Spanglish";
- O título do arquivo deve ter seu nome completo.

RELATÓRIO

INTRODUÇÃO:

Faça um breve relato sobre o curso. Quais os assuntos abordados, as aulas que você participou e uma breve discussão sobre os pressupostos da Teoria Pós-método.

DESENVOLVIMENTO:

Descreva sua aula e fale a respeito da metodologia que você utilizou para a apresentação dos seminários. Depois aplique sua aula em uma escola regular e diga quais as adaptações que você utilizou para dar esta aula (de forma remota). Se não conseguir dar a aula descreva como seria ou como você vai fazer. Faça um breve histórico da escola que você trabalha – diga se é pública ou particular, ano de inalguração, fale sobre a equipe de lá e a forma de trabalho – o projeto politico pedagógico de lá.

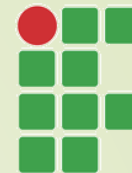**Obs:** Utilize nesta etapa tabelas, figuras (prints dos momentos síncronos, etc).

RELATÓRIO

CONSIDERAÇÕES FINAIS:

Nesta sessão discuta sobre o que você achou da capacitação, citando tudo o que você esperava do que efetivamente aconteceu. Analise o que foi positivo, o que foi negativo e o que você leva para sua prática professional a partir de agora. Comente sobre o que você achou da bibliografia utilizada e se possível indique mais textos e ou trabalhos para futuras leituras. Comente sobre a Teoria Pós-método: quais os pontos que você achou importantes e o que você irá proveitar futuramente.

PRAZOS DE ENTREGA:
TURMA 1 – 25/11/2020
TURMA 2 – 04/12/2020

¡GRACIAS!
Thank you very much!
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